



Improvement Plan

Demo School 36

Demo District 1

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Demo City, WY 00000

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Introduction

Continuous school improvement requires careful, honest, self-assessment, along with disciplined, thoughtful, planning and attention to an array of legal and programmatic requirements. Thanks to the comprehensive set of ASSIST resources, AdvancED's state-of-the-art system that allows schools to streamline and enhance their efforts to boost student achievement, continuous school improvement has moved into the digital age.

The *ASSIST* tools utilized to create this plan were designed to provide schools and districts with a common planning template to be used as a *blueprint* that addresses identified student learning and system needs. The tools facilitate schools in using data profiles, self-assessments, and other diagnostic tools to identify areas of strength and opportunity. The school's diagnostic results then feed into the Improvement Plan (IP) to help with goal identification and construction of measurable objectives *building* a high-quality plan for improvement. Applicable Title I requirements are included to ensure schools are addressing all necessary compliance issues.

The following steps are utilized in the blueprint for strategic plan development and implementation:

- identify GOALS
- construct MEASURABLE OBJECTIVES to define success
- choose STRATEGIES to accomplish objectives
- define ACTIVITIES to carry out strategies
- make ACCOUNTABILITY assignments
- allocate RESOURCES effectively

The end product of this process is the **Improvement Plan (IP)**, which is encompassed within this document. An all inclusive **Improvement Report**, fully aligned with state and federal requirements, will be generated to include the institution profile, executive summary, vision/mission statement, diagnostic results, assurances, as well as the Improvement Plan results presented in this document.

The AdvancED seven Standards, Self-Assessment, diagnostic tools, and the Improvement Plan template work together to provide the basis for a systemic approach to school success.

Strategic Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	All students will improve in reading comprehension	Objectives: 3 Strategies: 5 Activities: 5	Academic	A 10% increase of Fifth grade students will demonstrate a proficiency reading comprehension and fluency in English Language Arts by 06/30/2015 as measured by Dibels, MAP and PAWs., A 15% increase of Third and Fourth grade students will demonstrate a proficiency reading comprehension in English Language Arts by 06/30/2015 as measured by MAPs and BOE's., 100% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency applying reading strategies in English Language Arts by 06/30/2015 as measured by PAWS and MAP RIT scores.	\$15300
2	All students will become proficient in Math	Objectives: 1 Strategies: 3 Activities: 4	Academic	A 10% increase of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency of district learning targets in Mathematics by 06/30/2015 as measured by an aggregate of PAWs, MAPs and BOE's.	\$9200

3	All students will become proficient in writing	Objectives: 1 Strategies: 3 Activities: 3	Academic	10% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency writing skills in English Language Arts by 06/30/2015 as measured by an aggregate of PAWs and BOE scores.	\$15600
4	All students will improve in mathematics problem solving across the curriculum.	Objectives: 1 Strategies: 1 Activities: 1	Academic	35% of Third, Fourth and Fifth grade students will demonstrate a proficiency in problem solving in Mathematics by 01/02/2015 as measured by State mathematics assessment.	\$6500

Goal 1: All students will improve in reading comprehension

Measurable Objective 1:

A 10% increase of Fifth grade students will demonstrate a proficiency reading comprehension and fluency in English Language Arts by 06/30/2015 as measured by Dibels, MAP and PAWs.

Strategy 1:

We Read - 5th grade students as needing special education and identified as non-proficient readers will receive co-taught instruction in a daily class for a semester

Activity - We Read	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction in various reading strategies will be provided (modeled after Marie Clay's Reading Recovery).	Tutoring	11/30/2011	06/30/2015	\$5500	Title I School Improvement	Dr. Green (We Read teacher), Beth Gordon (District Reading Coordinator)

Measurable Objective 2:

A 15% increase of Third and Fourth grade students will demonstrate a proficiency reading comprehension in English Language Arts by 06/30/2015 as measured by MAPs and BOE's.

Strategy 1:

Accelerated Reader - Proficient readers will be places in an Accelerated Reader class and will be required to read a minimum of 120 minutes per week to sustain proficiency.

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read their accelerated reader books a minimum of 120 minutes per week. Content area classes will require student to bring their Accelerated Reader books to class and read when time permits.	Academic Support Program	11/30/2011	06/30/2015	\$800	Title I Part D	Shelly Sims, Dean Harshberger, Marv Haiman

Strategy 2:

Reading Strategies - Reading strategies will be taught to non-proficient readers in a year long Guided Reading class

Activity - Guided Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students have a small-group instruction with Guided Reading teachers involving the application of multiple, pre, during and post-reading strategies such as connections, predictions, visualization, synthesizing, summarizing, decoding and fix-up strategies.	Direct Instruction	11/30/2011	06/30/2015	\$2500	Title I Part D	Shelley Smims, Heather, Schnell, Heather Milligan
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Measurable Objective 3:

100% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency applying reading strategies in English Language Arts by 06/30/2015 as measured by PAWS and MAP RIT scores.

Strategy 1:

Reading in the Content Area - Content area teachers will model and teach specific reading strategies that will help their students master the intended content of the course.

Activity - Content Area Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each content area teacher will teach specific reading strategies that we enable to their students to better grasp the content of the course.	Direct Instruction	11/30/2011	06/30/2015	\$0	No Funding Required	Mayana Sims, Gwen Walsh

Strategy 2:

Summer School - Non-Proficient readers will be offered an opportunity to participate in summer school. The focus will be highly engaging work that will be centered around skills and strategies that will enable the students to improve their reading comprehension.

Activity - Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in activities designed to help them improve their reading comprehension.	Tutoring	11/30/2011	06/30/2015	\$6500	Title I School Improvement	Josh Jackson

Goal 2: All students will become proficient in Math

Measurable Objective 1:

A 10% increase of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency of district learning targets in Mathematics by 06/30/2015 as measured by an aggregate of PAWs, MAPs and BOE's.

Strategy 1:

Summer School - Extended time for the school year to help targeted students recover skills that are necessary for success at the next course level

Activity - Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Data based instruction will be targeted for individuals who are non-proficient during their last academic year	Academic Support Program	11/30/2011	06/30/2015	\$7500	Title I School Improvement	Mary Werner, Summer School staff
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Strategy 2:

Small Group Instruction - Focused time to help students in 1:1 and small group situations allows immediate instruction, feedback and remediation for students with learning target gaps.

Activity - Correctives Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An extra daily period is provided for math teachers to implement the user of a corrective period.	Tutoring	11/30/2011	06/30/2015	\$1200	Title I School Improvement	Mary wener

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity after school to relearn skills they are deficient in	Tutoring	11/30/2011	06/30/2015	\$500	Title I School Improvement	Mary Werner, Megan Parker

Strategy 3:

Collaboration - At least once a week, math and special ed teachers will co-design work to help improve student engagement and achievement

Activity - Colloboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-planning and co-teaching math and special ed teachers work together to provide students with engaging work to achieve at higher levels	Other	11/30/2011	06/30/2015	\$0	No Funding Required	All Special Ed teachers, Mary Werner

Goal 3: All students will become proficient in writing

Measurable Objective 1:

10% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency writing skills in English Language Arts by 06/30/2015 as measured by an aggregate of PAWs and BOE scores.

Strategy 1:

Universal Writing Prompt - All students will be given a universal writing prompt in the fall, winter, spring in their writing classes. These scores will be recorded and tracked and used to progress monitor students in writing proficiency

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special Ed and Regular Writing Teachers will co-teach writing classes to increase student success	Academic Support Program	11/30/2011	06/30/2015	\$6500	Title I Part A	Josh Jackson, Principal Smith
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Strategy 2:

Writing Strategies - all teachers will require students to complete a minimum of one perfect paragraph each week. Students and teachers will evaluate their paragraphs using the perfect paragraph rubric

Activity - Staff Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building a writing team will conduct staff development regarding Perfect Paragraphs. Building Writing team will also conduct one meeting each semester during teams to support all teachers across the curriculum in regard to Perfect Paragraph writings and analyzing student writing data to drive instruction.	Professional Development	11/30/2011	06/30/2015	\$8500	Title I SIG	Josh Jackson, District Writing Specialist

Strategy 3:

Correctives - Students will be given 1:1 instruction and small group instruction during Correctives period to improve writing skills and strategies

Activity - Correctives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non-proficient writers will meet with their writing teachers individually and in small groups to work on writing skills and strategies	Academic Support Program	11/30/2011	06/30/2015	\$600	Title I School Improvement	Josh Jackson, Mary Perkins, ELA Teachers

Goal 4: All students will improve in mathematics problem solving across the curriculum.

Measurable Objective 1:

35% of Third, Fourth and Fifth grade students will demonstrate a proficiency in problem solving in Mathematics by 01/02/2015 as measured by State mathematics assessment.

Strategy 1:

Supplemental mathematics instruction - Students at risk for non-proficiency in math can get supplemental instruction after school.

Activity - After-school tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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After-school tutoring is available for third, fourth, and fifth grade students at risk for non-proficiency three afternoons per week to support them as they work on homework and/or finish class work.	Tutoring	08/23/2012	05/17/2013	\$6500	Title I Part A	Tony Hawk, Cindy Moore, and Title I Math Interventionist
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Colloboration	Co-planning and co-teaching math and special ed teachers work together to provide students with engaging work to achieve at higher levels	Other	11/30/2011	06/30/2015	\$0	All Special Ed teachers, Mary Werner
Content Area Reading Strategies	Each content area teacher will teach specific reading strategies that we enable to their students to better grasp the content of the course.	Direct Instruction	11/30/2011	06/30/2015	\$0	Mayana Sims, Gwen Walsh
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After-school tutoring	After-school tutoring is available for third, fourth, and fifth grade students at risk for non-proficiency three afternoons per week to support them as they work on homework and/or finish class work.	Tutoring	08/23/2012	05/17/2013	\$6500	Tony Hawk, Cindy Moore, and Title I Math Interventionist
Co-Teaching	Special Ed and Regular Writing Teachers will co-teach writing classes to increase student success	Academic Support Program	11/30/2011	06/30/2015	\$6500	Josh Jackson, Principal Smith
Total					\$13000	

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff Development	Building a writing team will conduct staff development regarding Perfect Paragraphs. Building Writing team will also conduct one meeting each semester during teams to support all teachers across the curriculum in regard to Perfect Paragraph writings and analyzing student writing data to drive instruction.	Professional Development	11/30/2011	06/30/2015	\$8500	Josh Jackson, District Writing Specialist
Total					\$8500	

Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Reader	Students will read their accelerated reader books a minimum of 120 minutes per week. Content area classes will require student to bring their Accelerated Reader books to class and read when time permits.	Academic Support Program	11/30/2011	06/30/2015	\$800	Shelly Sims, Dean Harshberger, Marv Haiman
Guided Reading	Students have a small-group instruction with Guided Reading teachers involving the application of multiple, pre, during and post-reading strategies such as connections, predictions, visualization, synthesizing, summarizing, decoding and fix-up strategies.	Direct Instruction	11/30/2011	06/30/2015	\$2500	Shelley Smims, Heather, Schnell, Heather Milligan
Total					\$3300	

Title I School Improvement

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
We Read	Small group instruction in various reading strategies will be provided (modeled after Marie Clay's Reading Recovery).	Tutoring	11/30/2011	06/30/2015	\$5500	Dr. Green (We Read teacher), Beth Gordon (District Reading Coordinator)
After School Tutoring	Students will be given the opportunity after school to relearn skills they are deficient in	Tutoring	11/30/2011	06/30/2015	\$500	Mary Werner, Megan Parker
Summer School	Data based instruction will be targeted for individuals who are non-proficient during their last academic year	Academic Support Program	11/30/2011	06/30/2015	\$7500	Mary Werner, Summer School staff
Summer School	Students will participate in activities designed to help them improve their reading comprehension.	Tutoring	11/30/2011	06/30/2015	\$6500	Josh Jackson
Correctives	Non-proficient writers will meet with their writing teachers individually and in small groups to work on writing skills and strategies	Academic Support Program	11/30/2011	06/30/2015	\$600	Josh Jackson, Mary Perkins, ELA Teachers
Correctives Period	An extra daily period is provided for math teachers to implement the user of a corrective period.	Tutoring	11/30/2011	06/30/2015	\$1200	Mary wener
Total					\$21800	

Conclusions

This Improvement Plan defines the goals identified by Demo School 36 for the identified planning period

An all inclusive Improvement Report, fully aligned with state and federal requirements, will be generated to include the institution profile, executive summary, vision/mission statement, diagnostic results, assurances, as well as the Improvement Plan results presented in this document.